

Joint Education Interim Legislative Committee
Testimony - Wyoming Association for Career and Technical Education
June 1, 2022

On the topic of Career and Technical Education (CTE) Programs, Funding, and Expenditures, the Wyoming Association for Career and Technical Education have been asked to offer input about District Implementation and Program Offerings. We see two important issues:

1. Discrepancy between funding model and actual CTE expenditures
2. Increasingly large class sizes in technical education courses

1. DISCREPANCY BETWEEN FUNDING MODEL AND ACTUAL CTE EXPENDITURES

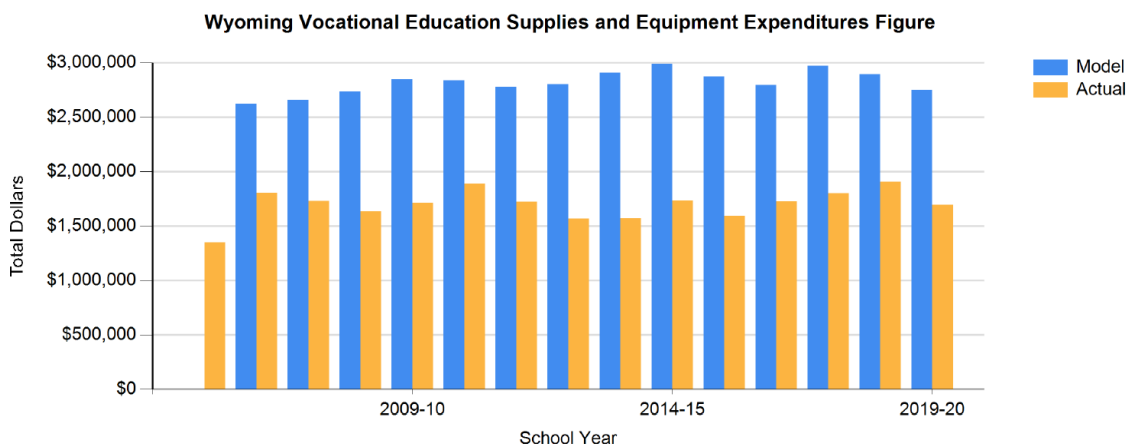
On the first issue of funding for Career and Technical Education (CTE), we will discuss the statutory funding level, known as the 29 percent formula; highlight the CTE expenditures reported in the Continued Review of Educational Resources in Wyoming, or the CRERW Report (2019); and report on the actual program budgets.

29 Percent Formula

Under current law, the rationale of the 29 percent weight of grade 9-12 CTE student FTEs (CTE student FTEs x 0.29 divided by secondary school class size of 21) is to provide additional teachers to ensure that CTE courses have a smaller class sizes than 21, if necessary, or allocate additional CTE teachers. The current shortage of CTE teachers in the state is exacerbating the problem and leading to larger class sizes. A high student-to-teacher ratio in CTE courses is problematic due to limited equipment, space and resources. The Legislative Model suggests an amount equal to \$10,315.40 per vocational education teacher FTEs.

CRERW Report

According to the Continued Review of Educational Resources in Wyoming (CRERW) report prepared for the Joint Education Interim Committee (September 2019), districts are using 62.2 percent of funding model suggestions - a \$1,092,254 shortfall.



Actual Program Budgets

While this discrepancy may be partially due to reporting errors, a survey of our membership found statistically consistent results. The average annual budget for CTE materials and equipment in our sample was \$5,750, according to 25 percent of our membership.

Based on our survey results, we can show examples of three different sized high schools.

Large school	Medium-size school	Small school
<ul style="list-style-type: none">• Welding \$6,120• Business \$4,000• Ag \$4,400• Auto \$4,720• Culinary \$9,720• Interior Design \$1,440• Wood \$2,040	<ul style="list-style-type: none">• Welding gas supply \$5,000• Business supplies \$6,600• Ag supplies \$6,200• Metals supplies \$6,582• Tech Ed supplies \$1,680• Auto supplies \$2,200• FACS supplies \$4,300• Computer supplies \$6,000	<ul style="list-style-type: none">• Agriculture \$8,500• Woods \$3,500
Teacher FTE: 9.5	Teacher FTE: 4.5	Teacher FTE: 2
Ave. per program: \$3,415	Ave. per program: \$8,186	Ave. per program: \$6,000

Next, we will discuss the impacts of increasingly large class sizes in CTE courses.

2. INCREASINGLY LARGE CLASS SIZES IN TECHNICAL EDUCATION COURSES

We have three primary concerns with increased class sizes: lack of equipment, safety, and less time on task for students. Data shows an increased demand for CTE courses, so with not enough teachers, schools tend to increase class sizes. At the inception of this law, class sizes were much smaller than the suggested maximum of 20 students. A data request from WDE revealed classes sizes well above 20 and common sizes between 25-28. We note most of the large class sizes are occurring in large schools.

The result of large class sizes has implications for CTE students. When class sizes exceed available equipment, student learning decreases due to a lack of time on task. Safety is compromised as student density increases, creating a burden on local districts.

CONCLUSION

In conclusion, our business and industry partners rely on us to properly train students. When class sizes are excessive, and programs are underfunded, students are not adequately prepared for workforce opportunities.

Our research has shown a discrepancy between the legislative model and the amount of funding for programs. If funding for CTE materials and equipment is categorized, we can ensure that funding reaches the CTE programs as intended.